

IEP Transition Planning Summary Information Tools

Instructions for Use:

Transition Portfolio: This is the tool that drives the IEP Transition Planning Process. Review the portfolio assessment information and documented activities and determine areas of need. As the student's IEP Transition Plan is implemented, those activities are documented in the Transition Portfolio.

Transition Planning Worksheet: Using the transition planning and the Annual Goals worksheets, brainstorm and prioritize strengths and needs of the student and how those needs are being addressed. Develop a working plan based upon that information. The enclosed planning worksheets are graphic organizers for brainstorm sessions. They are designed to make the IEP transition planning process easier by providing a clearer picture of the focus for student work at any given time.

Transition IEP: The information generated on the above worksheets form the basis for the development of IEP. Using the Planning Worksheet as the foundation, develop the statements of transition services, goals and objectives for the student for the coming year.

Transition Planning Worksheet



Date _____ Student _____ DOB _____ Grade _____

Transition Domains	Strengths	Needs	Recommendations for Goals/Objectives	Person Responsible
Education				
Career				
Community Independent Living				
Communication				
Social Interaction				
Recreation and Leisure				



**SUGGESTED ACTIVITIES
BEFORE, DURING, AND AFTER THE IEP MEETING**
(note: this list also contains some of the required activities)

BEFORE THE IEP MEETING

1. Assist students and parents to determine needs, preferences and interests related to life after high school. Encourage parents to actively participate in the IEP planning process. Conduct appropriate assessment activities to determine a student's needs, preferences and interests.
2. **Formally** invite the student to participate in the IEP process and meeting.
3. Provide written notice of the IEP meeting to parents, students and outside agencies. If parents choose not to attend, document attempts to involve them.
4. If the student chooses not to attend the IEP meeting, use other means to gather and share information about his or her needs, interests and preferences.
5. If an invited agency chooses not to attend the IEP meeting, use other means to ensure their participation in the planning and decision-making regarding transition services. Document these efforts and include them in the IEP.

During the IEP meeting

6. Actively involve the student and parents in the IEP meeting. Review the student's present levels of performance. Focus on the student's strengths, needs, interests and preferences to guide the development of the IEP. Consider the following:
 - Outcome-oriented post-school vision statement
 - At least by age 14, a statement of transition service needs that specifies the courses of study in which the student will be involved in order to reach identified post-school outcomes.
 - At least by age 16, a statement of needed transition services to achieve the student's desired post-school outcomes through a coordinated set of activities including:
 - Instruction
 - Related services
 - Community experiences
 - Employment and other adult living objectives
 - Daily living skills and functional vocational evaluation if appropriate.
 - Annual goals and objectives for the coordinated set of activities that are part of special educational services for the current school year.
 - Agreement of who will provide and/or pay for the activities outlined in the statement of needed transition services.

After the IEP meeting

7. Provide the instruction, experiences, supports and services outlined in the IEP.
8. Conduct follow-up activities to ensure the student is achieving the IEP goals, review the courses of study, and transition services that have been provided, and plan for the coming years.
9. Assist the student and family by linking them to any needed post-school adult services, supports or programs.
10. Reconvene the IEP team to plan alternative strategies if the transition services are not provided as planned.
11. Conduct annual review.

Adapted From IDEA '97 Transition Requirements: A Guide

OUTLINE FOR A MEETING TO DETERMINE ELIGIBILITY

I. INTRODUCTIONS

Introduce the individuals present.

II. PURPOSE OF THE MEETING

State the purpose of the meeting and indicate to everyone, including the parent(s) that each person is a part of the IEP team and all exchanges of ideas, questions, and comments are welcome.

III. PROCESS FOR THE MEETING

Explain the process that will be used for reaching consensus and closure on issues.

IV. IEP

A. PARTICIPANTS

Record the names of participants indicating their attendance at the meeting. If a student who is age 14 or older does not attend, indicate steps taken to determine the student's preferences and interests.

B. DOCUMENTATION OF EVALUATION DATA AND PRESENT LEVEL OF EDUCATIONAL PERFORMANCE AND NEEDS

For a student who is age 14 or older, identify the Post School Transition Outcome in each of the designated areas. Consider the student's strengths and needs in relation to the identified transition outcomes.

Identify the student's strengths and prioritized needs in each functioning area on the basis of the results of the assessments (cognitive, social/emotional/adaptive behavior, physical, sensor/motor, communicative, educational, and transition/life skills/career). Consider the critical academic, key component and access skills needed for success within the general curriculum and in reaching identified post school outcomes. For a student whose language is other than English, consider the language needs of the child, as such needs relate to his/her IEP.

List any additional concerns of the parent(s) for enhancing the student's education.

C. DETERMINATION OF ELIGIBILITY AND DISABILITY

Determine if the student can receive reasonable educational benefits from general education alone, without special education services.

Determine if the student's performance is due to the lack of instruction in reading or math.

For a student, whose primary language is other than English, determine if limited English acquisition the primary cause of the student's learning problems.

If not, determine if the student has a disability. The appropriate disability page(s) must be completed.

D. SUMMARY OF TRANSITION SERVICES

This is required for students 14 and older. Reference the students identified post school outcomes.

Identify the projected date of graduation or program completion and the document the student is expected to receive at completion.

Develop a statement, or a list, of the student's course of study related to the identified transition outcomes. Include required courses, elective, modified or specially designed courses and experiences.

Determine needed transition services and/or interagency linkages for each area as appropriate for the student's needs. (Required for students beginning at age 16)

If the student will turn 20 during this IEP period, inform parent(s) and student of any transfer of rights at Age of Majority/Consent and document

V. GOALS AND OBJECTIVES

- A. With the exception of the initial IEP, review and document progress toward completion of the previous goals and objectives.
- B. Identify annual goals to be measured by achievement of objectives/benchmarks. Goal(s) should reflect standards/key components/access skills and be “linked” to the student’s identified post school outcomes.
- C. Identify the baseline for each short-term instructional objective/benchmark.
- D. Identify objective criteria, evaluation procedures and schedules for determining whether each short-term instructional objective/benchmark has been accomplished.

VI. SPECIAL EDUCATION AND RELATED SERVICES

- A. Identify the specific special education and related services which will be provided and the amount of each service.
- B. Identify the projected starting date and anticipated duration of services.
- C. Describe how parent(s) will be informed of the child/student's progress toward annual goals and objectives.
- D. Determine if the student is eligible for services beyond the regular school year (ESY)
- E. Determine if the student requires special transportation.
- F. Determine if the student requires a communication plan. (required for student with hearing disabilities)
- G. Determine if the student requires a literacy modality plan. (required for student with vision disabilities)
- H. Determine if the student requires a behavior plan.
- I. Determine if the student requires assistive technology services and/or devices.
- J. Determine if any adaptations, modifications, or accommodations are necessary for the student to participate in the general education curriculum, including the language needs of the student
- K. Determine the necessary accommodations and modifications in the administration of the State and district assessments for the student to participate. If they will not participate, describe the compelling reason(s). Describe the expanded/alternate assessment system that will be used

VII. RECOMMENDED PLACEMENT IN THE LEAST RESTRICTIVE ENVIRONMENT

Determine the settings in which special education and related services will be provided.

VIII. CONSENT FOR PLACEMENT

If it is the initial meeting to determine eligibility, obtain the signature(s) of the parent(s) for placement of their child in special education.

GIVE THE PARENT(S) A COPY OF THE IEP.

HOW TO DEVELOP ANNUAL GOALS AND SHORT-TERM OBJECTIVES - A MODEL

In addition to other elements, IDEA '97 requires that the IEP include:

“(2) Statements of measurable annual goals, including benchmarks or short-term objectives related to –

- (i) Meeting the child’s needs that result from the child’s disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for non-disabled children) ...*
- (ii) Meeting each of the child’s other educational needs that result from the child’s disability.” (34 CFR §300.347(a))*

The chart on the next page, **IEP Annual Goals Process for Transition Activities – A Model** depicts a decision-making process that may be used for setting annual goals. Only those activities that are the direct responsibility of special education providers require annual goals and short-term objectives or benchmarks. For example, an IEP team may determine that one of the activities in the “coordinated set of activities” will be career exploration in the community. The annual goal on the IEP may reflect what the student will achieve as a result of this activity, e.g., “the student will keep a log of jobs observed, specific tasks and needed skills.”

The Model represents one way to think about developing a transition strategy for a student with a disability. The first column, All Activities, represents all of the activities in all planning areas (instruction, related services, community experiences, etc.) for the next several years. The second column, Activities for Next School Year represents those activities that the IEP team prioritized for the coming school year.

The third column illustrates that, if the statement is truly a “coordinated” set of activities, various people or agencies will share responsibility for the activities. Exactly which agencies have which responsibilities will depend on the services, supports or programs that will be necessary and appropriate to help the student achieve what it is he or she wants to do. Some of the activities may be the responsibility of the student and parents (e.g., contacting and scheduling visits to colleges, community colleges, post-secondary training programs, adult service providers, group homes, etc.), while some of the activities will clearly be the responsibility of the school or adult agencies.

The fourth column of the Model reflects that, for a majority of students, there will be activities that are the responsibility of both general education and special education. However, not every activity that is the responsibility of the school automatically becomes an annual goal on the IEP. The IEP team will make decisions about whether a particular activity that is the responsibility of the school constitutes a need for special education services and thus requires an annual goal on the IEP. The last column shows that the annual goals are derived from the activities that special education has direct responsibility for providing.

The district/BOCES staff does have the ongoing responsibility for oversight of all of the activities in the IEP. On at least an annual basis, the IEP team may repeat these five suggested steps as part of reviewing the entire IEP.

From Storms, Jane, O'Leary, Ed, Williams, Jane. (2000) *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. Stillwater,OK: National Clearinghouse of Rehabilitation Training Materials, p. 13.

IEP Annual Goals Process for Transition Activities – A Model

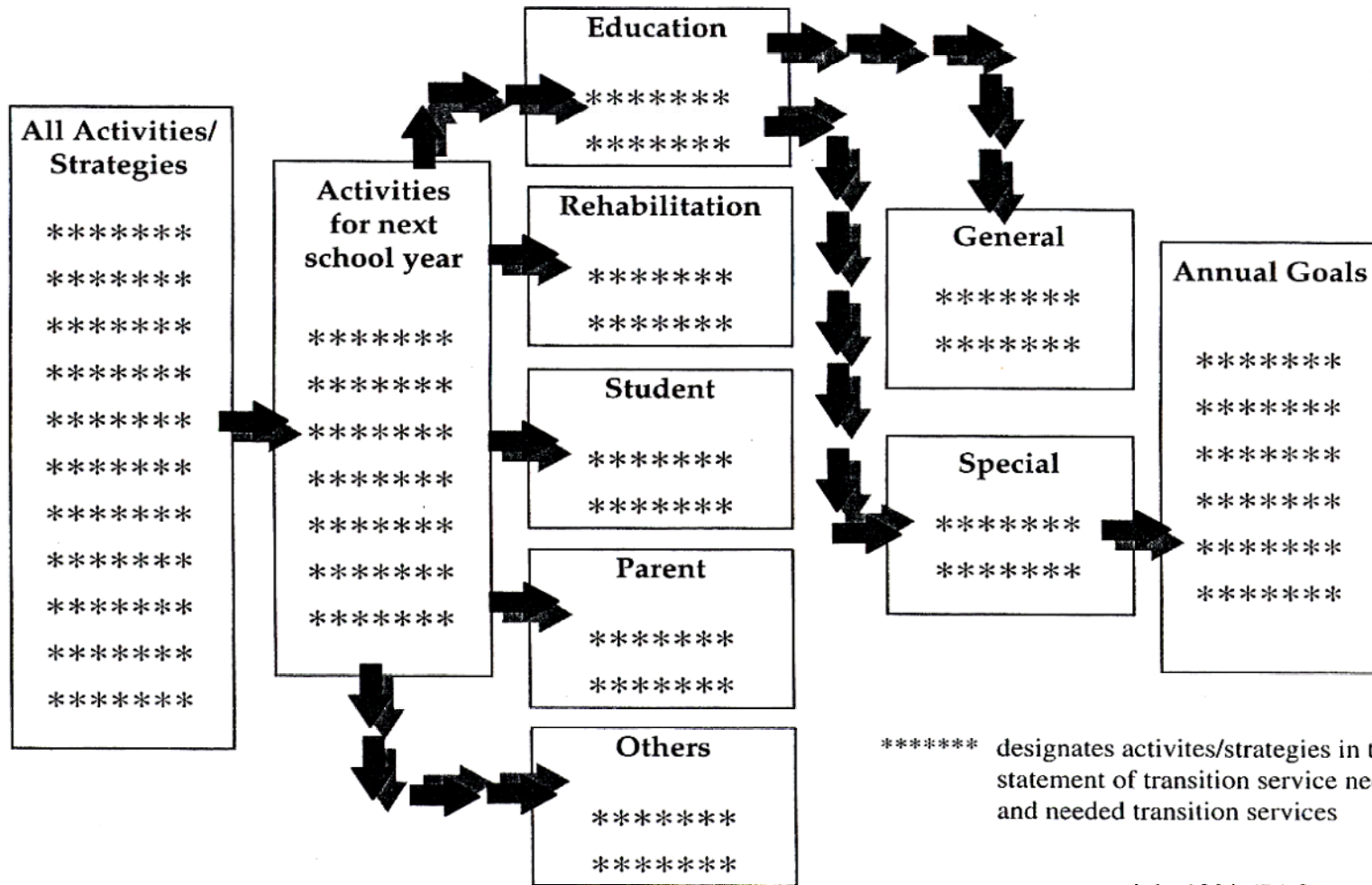


Figure 3

copyright 1998, Ed O'Leary

SAMPLE

Transition Goals Worksheet

SAMPLE

Use this sheet in conjunction with the model to help you plan
and prioritize goals and objectives for students.

Post-school outcome Work; live semi-independently

All activities	Activities for this year	Outside of school	General Education	Special education
<ul style="list-style-type: none"> -Money management -Vocational awareness and exploration -Hygiene practices -Personal appearance -Self advocacy and self determination skills -Relationship issues -Develop extra curricular recreation/leisure activities -Transportation - Simple cooking - Basic housekeeping 	<ul style="list-style-type: none"> -Take a consumer math class -Take a health class -Explore various careers/vocations - Practice Self advocacy skills - Begin cooking -Learn laundry skills 	<ul style="list-style-type: none"> -Practice making purchases -Check into local park and rec. programs for leisure activities -Participate in the "Teen issues" class sponsored by the health department -Practice riding RTD -Practice food preparation -Do laundry at home 	<ul style="list-style-type: none"> -Take a health class - Practice self determination skills with various school staff - Cooking class with modifications - Participate in Career Days 	<ul style="list-style-type: none"> -Consumer math class focusing around budgeting, spending money, etc -Career awareness and exploration, may want to view "Jobs in the community" video series -Develop a picture checklist for hygiene and clothing; monitor health class -Role play how to access services in the community -Develop transportation plan; practice getting around in the community

Transition Goals Worksheet

Use this sheet in conjunction with the model to help you plan and prioritize goals and objectives for students.

Post-school outcome _____

All activities	Activities for this year	Outside of school	General Education	Special education

